



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Pasig City
(SCHOOL)

“PAGBASA SA GITNA NG PANDEMYA HATID AY PAGBASA”

**A Completed Innovation Project Presented to the
Schools Division Research Committee
Schools Division Office of Pasig City**

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MANGGAHAN HIGH SCHOOL

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**4th Pasig City Research and Innovation Festival
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When is, a project considered to be an innovative project?

1. The project was developed by the proponent/s without any duplication within the school level.
2. The project was validated by other faculty members from other grade levels.
3. The project brought simplification in the process of attaining the school's goals and mission.

I. Project Contacts

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II. Project Summary

One of the thrusts of the Department of Education is to make every Filipino a reader. Reading is one of the factors that affect the student's psychological, social, and cognitive development.

This innovation aims to determine the efficacy of the online reading intervention in the reading comprehension level in Filipino of Grade 7 students. Some students can read but without comprehension. The participants were 31 Grade 7 students who were determined as struggling readers by their Filipino teachers virtually. Parent's permit were required before



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joining the 5 day Online Remedial Reading Sessions. The participants were divided into 5 small groups for better tutoring and to ensure effectiveness of the intervention. Their scores in the comprehension questions, Pre-test and Post Test were utilized to determine the success of the activity. Phil-IRI texts were used for validity and the mode of reading was Oral. The cost of the said intervention was Php 8,270.00 funded by different stakeholders for the internet load of students.

III. Project Background and Rationale

A. Background/Context

The result of the literacy rate showed that there were 49 Grade 7 students, 61 Grade 8 students and 7 Grade 9 students who were at risk in terms of reading. The reading behavior can help the teachers describe the student's reading performance. It was found that the selected Grade 7 learners have poor reading comprehension in Filipino, some are non-readers, and some can read but cannot comprehend; thus, the proponent thought of conducting an online reading intervention to determine if it is an effective intervention to improve the reading comprehension level of Grade 7 students.

B. Issue/s Addressed

The reading ability of the child affects his scholastic performance in class. This online learning modality has affected the quality of education that there is no guarantee if learning happens at home even if there is the presence of the teacher and the parent or adult at home.

The real dilemma is that the students rely mostly on these digital forms because of its



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availability and massive data without understanding the whole content. It is also of great concern to everyone the reliability of the source. It is most likely that we are feeding information to them without realizing if they are well capable in scrutinizing what they are reading.

All over the world, education has been experiencing its greatest battle towards continuing learning, ensuring not to make collateral problems on both teachers, the parents, and the students. Everyone has turned into digital platforms as an alternative to the global crisis of education.

IV. Project Objectives and Outputs

A. General Objectives

To prepare students for global competitiveness in terms of comprehension.

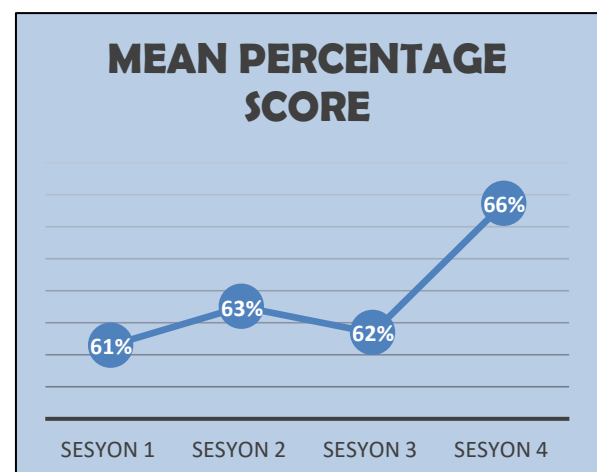
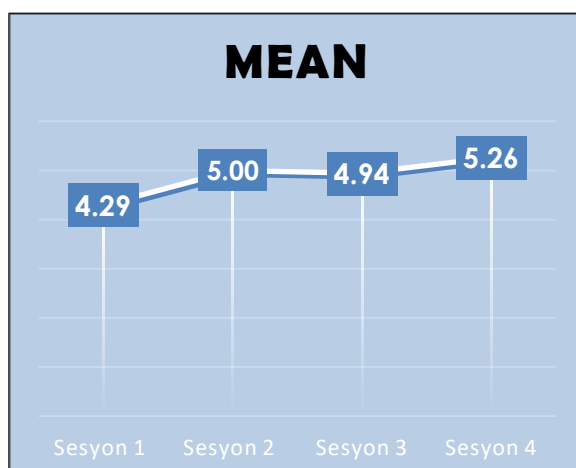
B. Specific Objectives

To improve comprehension skills in reading

To develop love of reading

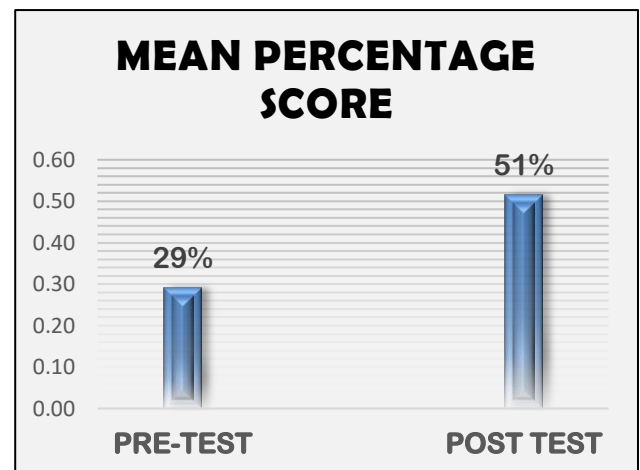
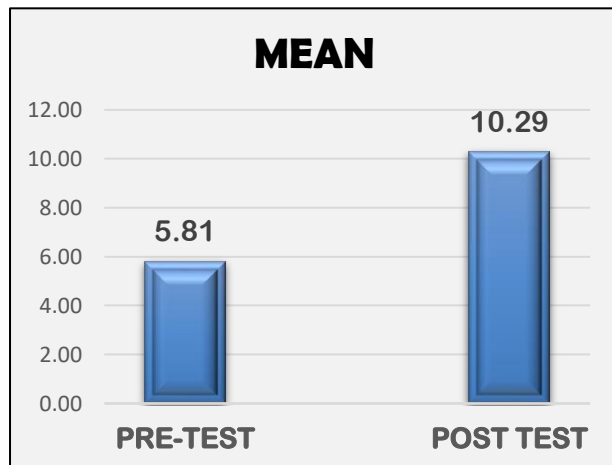
To read with correct pronunciation, stress and intonation.

C. Outputs





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V. Project Methodology

A. Project Description

This is a Remedial Online Reading for struggling readers of Grade 7 students. Since Online activity needs internet Connections, stakeholders were requested for financial assistance.

B. Beneficiary Description

This innovation will help students who have difficulty in reading and poor comprehension

C. Project Breakdown and Task Time

I. Pre-implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Planning	April 16, 2021	Principal, Head Teacher Master teachers, Grade 7 Filipino Teachers	Documentation report
Selection of Students	April 19- 23, 2021	Grade 7 Filipino teachers	Documentation report



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Orientation	May 5, 2021	Principal, Head Teacher Master teachers, Grade 7 Filipino Teachers	Documentation Report
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II. Implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Pre-test	May 10, 2021	Grade 7 Filipino Teachers	Result of the pre-test with tally sheet
Actual Online Reading	May 10, 17, 24, at 30	Grade 7 Filipino Teachers	Narrative Report

III. Post Implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Post Test	June 10, 2021	Grade 7 Filipino Teachers	Result of the post-test with tally sheet
Closing Program	June 29, 2021	Principal, Head Teacher and all Filipino Teachers	Narrative Report

D. Risk Management

Risks	Mitigating Measures
Internet Connectivity/ Load	Requested financial assistance from stakeholders



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VI. Project Cost

A. Project Cost

Provide detailed (itemized) utilized fund

Item	Quantity	Unit Price	Cost
Internet Load	31	Php 50.00	Php 8,270.00

B. Fund Source

- *Office of the Vice Mayor*
- *Hope for the World Ministry*
- *Teachers Voluntary Giving*
- *Parents*





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VII. Project Monitoring and Evaluation

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PROGRESS MONITORING REPORT BASED ON THE ACTION PLAN

SCHOOL: MHS- Filipino Dept.
PROJECT TITLE: Remedial Reading

OBJECTIVES/ TARGETS	ACTIVITIES	Period of Implementation (Time Frame)	Resources				Date of Monitoring	Accomplished/Not Accomplished	Gain/Gap	Recommendations
			Money	Man	Materials	Etc.				
Mapaunlad ang kasanayan sa pagbabasa ng mga mag-aaral na may suliranin sa pagbabasa at pag-unawa	Pagbasa sa Panahon ng Pandemya Hatid ay Pag-asa"	May 5- June 29, 2021	8,270	37			May 10, 17, 24 31, June 14	Accomplished	None	

Submitted: IMELDA T. TUANO
Department/Group Head

Checked: MONETTE H. VEGA
School Head

Noted: DIANAYME B. DAGUI
Public Schools District Supervisor

VIII. Appendices

IX. Table 1: Scores of the Students after each Session

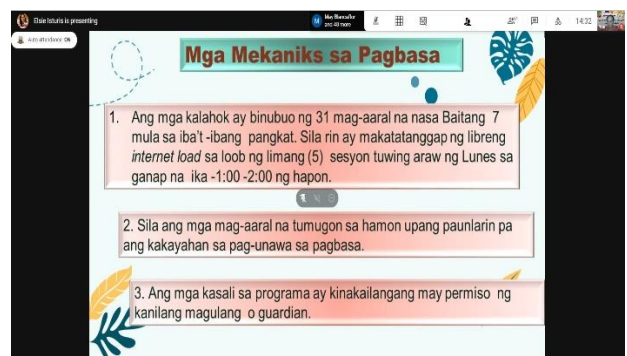
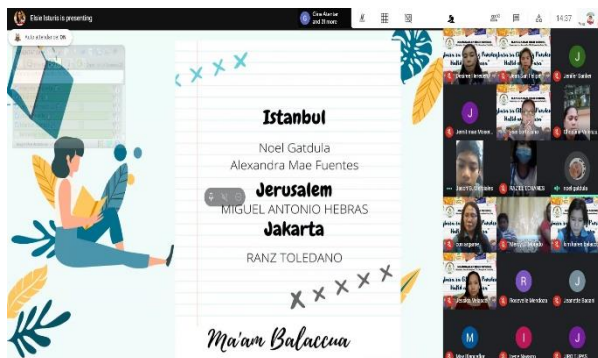
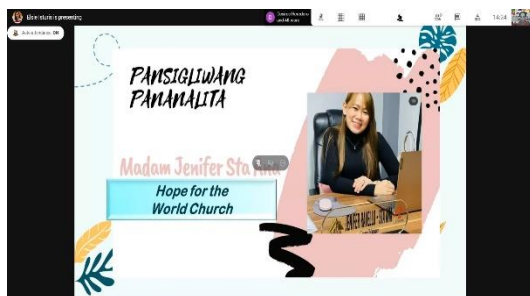
No.	Students	Session 1	Session 2	Session 3	Session 4	Total
1	Student 1	3	3	1	3	10
2	Student 2	7	6	5	5	23
3	Student 3	4	7	4	4	19
4	Student 4	7	3	3	4	17
5	Student 5	7	7	7	4	25
6	Student 6	4	2	4	6	16
7	Student 7	4	4	3	3	14
8	Student 8	4	4	3	3	14
9	Student 9	6	4	5	5	20
10	Student 10	3	5	6	5	19
11	Student 11	1	4	4	3	12
12	Student 12	3	3	3	3	12
13	Student 13	5	5	3	7	20



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14	Student 14	3	5	7	6	21
15	Student 15	6	8	8	7	29
16	Student 16	6	6	8	7	27
17	Student 17	2	3	5	2	12
18	Student 18	6	7	6	6	25
19	Student 19	3	4	2	5	14
20	Student 20	2	4	7	8	21
21	Student 21	2	7	6	6	21
22	Student 22	3	6	6	5	20
23	Student 23	5	5	5	4	19
24	Student 24	4	5	4	7	20
25	Student 25	7	8	6	6	27
26	Student 26	7	5	4	6	22
27	Student 27	1	6	4	4	15
28	Student 28	4	5	4	7	20
29	Student 29	5	4	4	8	21
30	Student 30	3	3	8	8	22
31	Student 31	6	7	8	6	27
TOTAL SCORE		133	155	153	163	604
MEAN		4.29	5.00	4.94	5.26	19.48
MPS		61. %	63%	62%	66%	63%

X. Documentation





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